Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Second Grade Module 3: Mid Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 3: End-of-Module Assessment** | | | | | | | | | |
|  | **Domain** | | | **Standards** | | | | | | |
| Question | Number and Operations in Base Ten | | | 2.NBT.1 | | | 2.NBT.2 | | 2.NBT.3 | 2.NBT.4 |
| 1 | 1 2 3 4 | | |  | | |  | | X |  |
| 2 | 1 2 3 4 | | |  | | |  | | X |  |
| 3 | 1 2 3 4 | | | X | | |  | |  |  |
| 4 | 1 2 3 4 | | |  | | | X | |  |  |
| 5 | 1 2 3 4 | | |  | | |  | |  | X |
|  | | |  |  |  |  | |
| Domain  Score | Number and Operations in Base Ten | | |  |  |  | |
| Total Points |  | | |  |  |  | |
| Level | 4 | 18-20 points | |  |  |  | |
| 3 | 13-17 points | |  |  |  | |
| 2 | 8-12 points | |  |  |  | |
| 1 | 5-7 points | |  |  |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 3: End-of-Module Assessment Task Score Sheet (continued)**

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| --- |
| End-of-Module Assessment Task (Topics A–G)  Clusters and Standards Addressed |
| Understand place value.  2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones: e.g. 706 equals 7 hundreds, 0 tens and 6 ones. Understand the following as special cases:   1. 100 can be thought of as a bundle of ten tens – called a “hundred.” 2. The numbers 100-900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and ones).   2.NBT.2 Count within 1000: skip-count by 5s, 10s and 100s.  2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits using <,=, and < symbols to record the results of comparisons. |